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ABSTRACT

Divided into four sections, this monograph focuses on effective evaluation in the whole language classroom. The first section discusses the whole language philosophy and classroom, and lists the beliefs that proponents of this approach hold about whole language teaching and teachers, language, and language learners. The second section addresses evaluation concepts centering on observation and interaction with students as they are engaged in the functional use of language, and emphasizes that student growth in a whole language classroom must be evaluated in a context sensitive to (1) opportunities for flexibility of language use, (2) students' values and attitudes about language, and (3) students' knowledge about language. In addition, three essential focuses of the evaluation process are described: observation of the students, interaction with students in using language, and analysis of students' products. The third section contains evaluation questions based on these emphases, while the final section provides supplemental evaluation tools for whole language teachers. These tools are organized around areas relating to specific language uses, such as oral language experiences, bookhandling, print awareness, and reading and writing experiences. A five-page selected bibliography, a grid of resources for whole language classrooms, and a list of the functions of language are appended. (JD)

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A KID-WATCHING GUIDE: EVALUATION FOR WHOLE LANGUAGE CLASSROOMS

By

T A W L

Tucsonans Applying Whole Language

January, 1984 No. 9

TAWL is a teacher support group dedicated to applying whole language in the classroom. The following members developed and wrote this paper.

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PART 1: THE WHOLE LANGUAGE PHILOSOPHY

This monograph has been written by a group of teachers in Tucson, Arizona, who are dedicated to the whole language philosophy of teaching and who are concerned with addressing the issue of effective evaluation in our classrooms. Our experiences range from pre-school level through college adult basic education, and many of the evaluation devices we suggest are adaptable to the entire spectrum of language learners. Because we believe that continuous, informal evaluation of the student should be the primary focus of evaluation, we have called this document "A KID-WATCHING GUIDE." In it, we present issues of evaluation and describe specific evaluation techniques which can be used by whole language teachers.

This material is intended for teachers already committed to a whole language approach who want to use evaluation techniques compatible with that view of language. Ideas for observing growth in students, record keeping, reporting to parents and administrators, and involving students and parents in evaluation are included. More complete references to aspects of whole language teaching for the beginning whole language teacher are listed at the end.

DESCRIPTION OF A WHOLE LANGUAGE CLASSROOM

The following vignette was written by Mary Kitagawa and is included to provide a backdrop for presenting evaluation in a whole language classroom. Mary is a fifth grade teacher who works with Chapter I students including a large number of Yaqui Indian students at an elementary school in Tucson.

Setting: Mary Kitagawa's classroom on Thursday morning, October 21. Language Arts Block (8:45 - 10:30)

Scene: Chris and Isaac have their heads together over Isaac's radio play. Hopefully they are going to tape-record both of their plays with the help of a Halloween sound effects record. Chris has written Isaac in as a major character in his play and has shared it with Isaac and a few other classmates from beginning draft through two revisions. Isaac has read his to Chris <but did not seem to be seeking more than approval>.

Each child worked on their radio plays on Tuesday and Wednesday. Everyone was required to revise Tuesday's "sloppy-copy" into another sloppy-copy on Wednesday because I wanted to see if I could get them to add more drama by giving them a "pep talk."

Some merely recopied the first draft, but a few incorporated a little more detail. I typed some of the more cohesive plays as best I could. Chris and Isaac are both working from typed versions, filling in what I couldn't make out from their invented spelling and making changes that they now desire.

Sandra is adding meticulously to her reading diary. She reads easy books and then spends twice as long writing a "book report" (not required) as it took her to do the reading. She seems to love this part the best. Every report has a sentence which begins "The best page I ever did was ..." (I wonder if she is reluctant to invent the spelling of "favorite" and if she uses "did" because she cannot figure out how to write "read" as a past tense verb and is afraid she is writing the word which would be pronounced with a long E. I'll have to discuss the difference with her and see what happens, I think as I watch her from across the room.)

I am busy with 13 children who chose to go through the Junior Scholastic newsmagazine with me. About six other children are reading library books avidly and one is thumbing through a book about professional football which is written on a reading level he can't seem to tackle (no pun intended). Alex is wandering the room restlessly. Edmond is selecting a book to read without much enthusiasm. Four other children are writing something, perhaps journal entries.

After the newsmagazine readers finish I call Sandra and other less able readers to a round table with the supplementary literature series. We read silently a story about Geraldine, an opposum. The story takes too long and we plan to finish it Monday. Next my most able readers, including Isaac, come to the table with their supplementary literature book. The story is a chapter from JENNIFER, HECATE, MACBETH, WILLIAM McKINLEY and me, ELIZABETH by E. Konigsburg. We make a reader's theater out of the story with me reading some of the narration and the dialogue carriers and them taking parts but only reading direct quotes. Then I tell them to read the one page biographical sketch of Konigsburg. We talk about her other books, which they've never heard of. We discuss how she used her own children for inspiration and how she might have used their photographs to draw her illustrations.

I meet very briefly with the "middle level" readers

and we look at some dictionary skill pages in their reading textbook. Chris complains that he didn't get to tape-record his radio play today and I promise that I'll save time to help tomorrow.

BELIEFS ABOUT WHOLE LANGUAGE TEACHING

Many critics of whole language teaching would ask Mary Kitagawa, "How do you evaluate what's going on without behavioral check sheets or skills testing?" We hope that the partial answers we suggest will stimulate discussions among whole language teachers who will then adapt these ideas to each teacher's particular whole language setting.

As whole language teachers, we believe that all language, particularly literacy, develops naturally through meaningful, functional use. It is our professional responsibility to provide a wide range of experiences within an environment which expands on the natural growth and development of language--an environment in which natural growth is highly valued and continuously nurtured.

We believe in the use of evaluation as a tool for structuring, analyzing, and refining the whole language environment and curriculum. Our goal is to devise a functional evaluation of students' strengths and weaknesses which is consistent with and supportive of the philosophy and objectives of a whole language curriculum (Goodman and Goodman, 1981). As whole language teachers, we have the knowledge and motivation to responsibly evaluate our programs and students.

BELIEFS ABOUT WHOLE LANGUAGE TEACHERS

Whole language teachers are knowledgeable about langauge and child development.

Whole language teachers are knowledgeable about literature as well as other content fields.

Whole language teachers evaluate based on understanding the dynamic nature of errors and risk taking.

Whole language teachers organize a rich environment which invites students to use language--both written and oral.

Whole language teachers facilitate language learning by observing and interacting with students.

BELIEFS ABOUT LANGUAGE

Language is used in the classroom to comprehend the meaning of others, to present meaning, to exchange meanings, and to share meanings.

Language is used for real purposes, by real people to solve real learning problems.

Language is used for many functions and purposes:

To get things done;
For interpersonal relations;
To solve problems;
To pretend and imagine;
To explain to others;
To recreate past events.

BELIEFS ABOUT LANGUAGE LEARNERS

Students most usefully LEARN LANGUAGE as they use language. This is true for both oral and written language. Concern about the form language takes follows the need to use language for many functions and purposes. It is through this concern that students LEARN ABOUT LANGUAGE.

Students LEARN THROUGH LANGUAGE as they use language. They learn the language related to concepts of literature social studies, science, math, and the humanities by being actively involved in experiences that relate to the fields of literature social studies, science, math and the humanities. Students only LEARN ABOUT LANGUAGE when they are actively involved in using language for purposes and functions important to themselves.

Students sense the power of language. Through this necessary risk taking and experimentation they build the confidence that they can make language work for themselves. Their risk taking, experimentation, and knowledge about language result in errors or miscues necessary in the process of language development. They develop self-correction strategies as they monitor their own language use.

PART 2: EVALUATION CONCEPTS

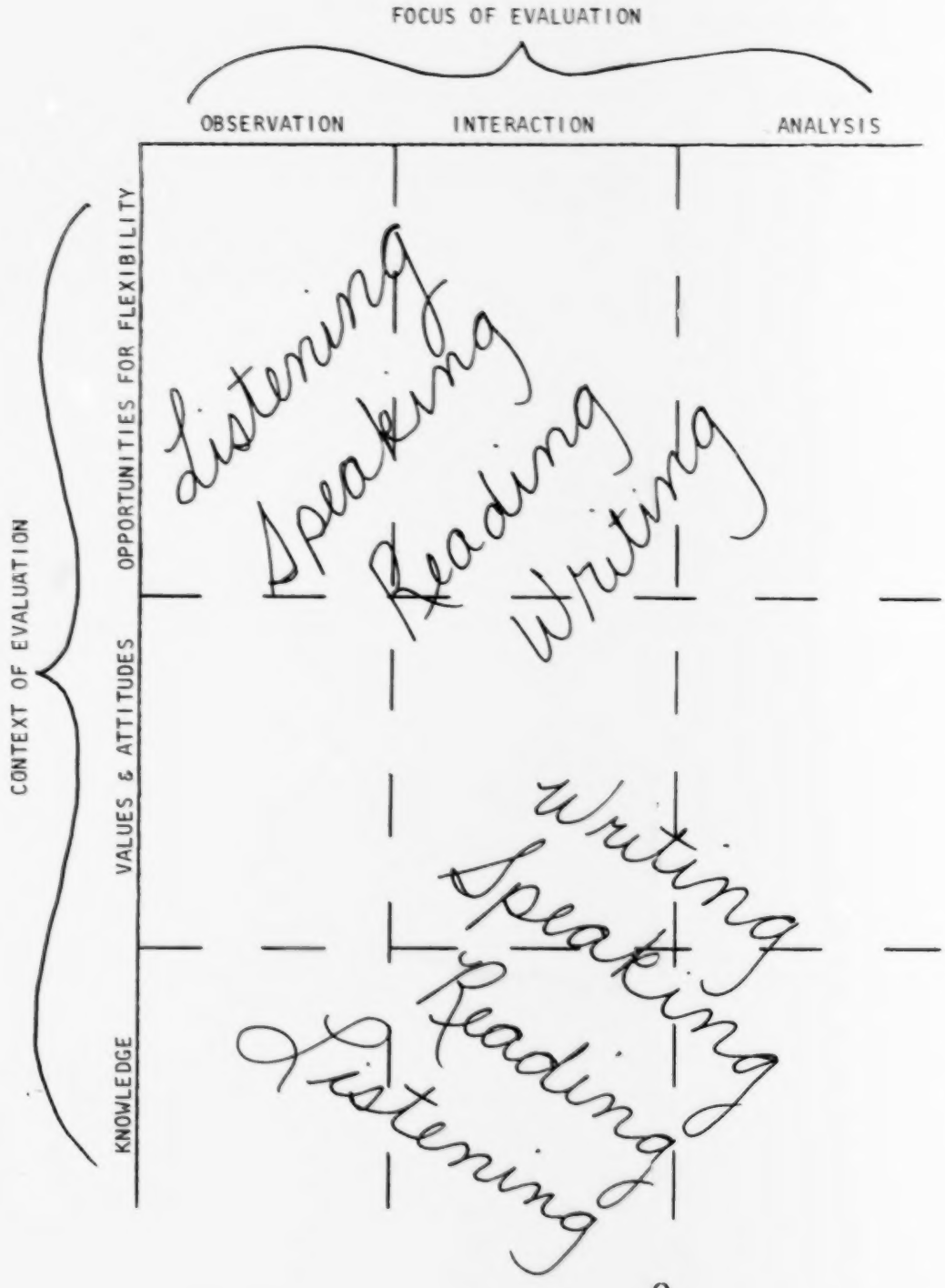
". . . radio play . . . draft . . .
revisions . . . drama . . . invented
spelling . . . diary . . . Junior Scholastic
newsmagazine . . . library books . . .
book about professional football . . .
journal entries . . . supplementary literature
. . . story . . . reader's theater. . .
biographical sketch . . . illustrations . . .
dictionary . . . "

". . . help . . . shared . . . seeking . . .
making changes . . . adding . . . writing . . .
reading . . . thumbing through . . . wandering
. . . selecting . . . read silently . . . plan
. . . talk . . . taking parts . . . "

Because of our beliefs about language learners and teaching, the classroom evaluation methods we suggest revolve around observation and interaction with students while they are engaged in the functional use of language (reading, writing, speaking, and listening). Evaluation of language learning can only occur during situations when students are being encouraged to become flexible, take risks, make decisions, select their own material, develop a sense of ownership of their work, and combine independent work with collaboration. By analyzing students' understandings and uses of language, along with observations of how they value their own language development, a clear picture of a student's developing language proficiency can be portrayed.

The evaluation of a student's growth must be based on current research, as well as beliefs and theories about language and language learning. The specific forms and adaptations used by a teacher to record evaluations are determined by individual style and needs, as well as by requirements imposed by the administration.

GRID A. As whole language teachers observe, interact, and analyze, they are able to evaluate the classroom environment as well as students' knowledge, values, and attitudes.



CONTEXT OF EVALUATION

In order to evaluate student growth in a whole language classroom, the student must be involved in a language environment rich with language opportunities and experiences that allow for observations to occur (see Grid A). Whole language teachers consider three aspects of the classroom and students to be crucial when making evaluations:

1. Does the environment provide opportunities for language flexibility?
2. What attitudes and values do the students have toward language?
3. What knowledge do the students have about language?

It is our attempt to accommodate and evaluate each of these factors in our classrooms that sets us apart from other evaluators. Following is a more complete discussion about how these considerations relate to evaluation and kid-watching.

Opportunities for Flexibility of Language Use

The classroom environment must be a literate community that provides a multitude of opportunities to use the varied functions of language with a wide range of materials. An innovative teacher following the lead of excited students can use any of the resources we've listed as a springboard from one language form to another. (See Grid of Resources for Whole Language Classrooms in Appendix. Keep in mind that many resources could have been listed in several places on the grid, but for clarity we chose to list most items only once.) It is important to evaluate language use in many different settings with many different forms of language. Reading from a variety of texts, writing both narrative and expository forms, and oral interactions in small group and whole class settings permit the teacher to observe in many different social contexts the degree to which students use language with flexibility and ease. (See Functions of Language in Appendix.)

Students' Values and Attitudes About Language

Evaluation must also take into consideration how children view themselves as language users. We consider their values and attitudes toward their own language development and whether they understand their own strengths and weaknesses. We evaluate whether students

appreciate the degree of control they have over their own language use, by observing the risks they take and the choices they make in order to expand their language learning. We also evaluate students' awareness of the use to which they put language in the classroom as well as in the community at large.

Students' Knowledge About Language

We must keep in mind the knowledge students have about language conventions, strategies of language use, and the interaction of the language cueing systems. In order to evaluate student's knowledge in these areas, which must include both their competence and performance in language, teachers must be knowledgeable about language, language use and language development.

PROCESS OF EVALUATION

Having established the context of classroom evaluation, we now present what we believe are the three essential focuses of kid-watching: 1) observation of students; 2) interaction with students engaged in using language; and 3) analysis of the product of students' language use. Although each will be discussed, they always occur in relationship to each other.

Observation

Observation can be designed to obtain specific information about language development or can take the form of general impressions that the teacher gains over time. It can be mentally noted for future reference, recorded in anecdotal records, placed on a specific observational form, taped, or handled in a variety of other ways. (See Part 4: Supplemental Evaluation.) Observation can be used to confirm or reject information obtained through interaction and/or analysis.

Interaction

Interaction provides the teacher with information on the student's knowledge of language flexibility, functions, and cueing systems, and gives an indication of the student's attitudes and values relating to language development. Interaction provides the opportunity for students and parents to participate in the evaluation process. The interaction can be in the form of brief

questions or discussions initiated by student, parent, or teacher. It can also be in the form of lengthier interactions such as book publishing, conferences for reading or editing, or cooking activities. Interaction provides the opportunity to assess the student's language development, confirm observations, gather information for further analysis, and provide direction for instructional activities for language development. Questioning, being patient, and listening reflectively are essential for interaction.

Analysis

Analysis of language use provides a chronological and visible record of development. Growth and flexibility in the use of functions, conventions, strategies, cueing systems, and attitudes can be documented through periodic language samples. They provide parent, student, teacher and administrator with concrete evidence of progress.

When examining the product, the focus remains on content and process. Responses are keyed to what students express or attempt to express. As teachers and students share the reasons why their reading, writing, listening and speaking are effective, students can develop control over their own further development. By sharing thoughts, feelings, and experiences, the teacher helps the students understand the communicative nature of all forms of language use. Miscues, invented spellings, and the movement toward language conventions are all viewed as data for evaluating language development and for planning strategies for further development.

PART 3: EVALUATION QUESTIONS

" . . . I think as I watch her from across the room . . ."

We have previously stated that the key to effective evaluation is the continuous informal assessment of language use through observation, interaction, and analysis.

The following series of questions can become the basic tool for the kind of continuous evaluation we recommend. Observation and Analysis questions are designed for teachers to ask themselves; Interaction questions are designed for teachers to ask students. The questions have been organized under the headings of Observation, Interaction, and Analysis, but the three areas are closely related. The questions can be used in conjunction with anecdotal records or other tools, and we again emphasize that they are meant to be adapted to each teacher's purposes.

OBSERVATION

Observing the preparation for classroom reading, writing, speaking, or listening tasks.

1. What is the student's attitude toward each language area?
2. Does the student discuss written ideas with others?
3. What kinds of activities motivate the student?
4. What resources does the student use for self-directed tasks? For assigned tasks?
5. What type of materials does the student choose to read?
6. Does the student get organized and begin promptly?

Observing language use in progress.

1. Does the student share his or her writing, or does he read with others?

2. What happens when the student produces, sees or hears a miscue?

3. Does the student use outlines or other graphic representations?

4. Does the student use resources such as books, charts, signs, dictionaries or other people to spell words or get ideas?

5. Is the student engrossed in the language event or easily distracted?

The following questions focus especially on younger children.

6. Does the student draw before writing?
7. Does the student have a concept of word (i.e., printed units bounded by space), sentence, story, etc.?
8. Does the student understand directionality?
9. Is the student audibly sounding out letters or words?
10. How does the student use the space on the paper?

Observing signs of language development.

1. Do miscues reveal signs of growth, i.e., movement toward convention, synonym substitutions, etc.?

2. Does the student ask about conventions or is the student overly concerned with conventions?

3. Does the student revise or self-correct during language use?

4. What type of changes does the student make when revising or self-correcting?

INTERACTION

Interacting with students prior to language use.

1. What are you going to write, read, or speak about? Why?
2. What information do you need to know?
3. Where will you get that information?
4. What are some ideas for leads you could use?
5. Which is the best lead you developed?

Interacting with students during language use.

1. What are you writing, reading or discussing?
2. What will happen next?
3. Then what happens?
4. Can you tell me more?
5. Do you need help?
6. Have you discussed your material with anyone?
7. What is the most interesting part?
8. Do you plan to continue? Why?
9. What do you do when you are running out of room on the page?

Interacting about writing selected for publication or story telling.

1. Why did you choose this for publication?
2. What did you like about the story?
3. What makes it exciting, informative, forceful, convincing. . . ?
4. Have you read it aloud to yourself?

5. Could you first tell me what you wanted to say and then read it out loud?

6. Did you say what you wanted to say?

7. Is there anything that you want to change?

8. How do you plan to make that change?

9. What do you mean by . . . ?

10. Can you make it more real to your readers?

11. Which is the strongest section?

12. Can you build on it?

13. Are there sections of the story, or phrases or words that you could omit?

14. Have you used punctuation, capitals . . . ?

15. Why do you think your story is ready for publication or presentation?

Interacting about student self-evaluation.

1. What's different about your language use now in comparison to the beginning of the year?

2. What do you need to work on as a language user?

3. How can you get help? Where? From whom?

ANALYSIS

Analyzing language samples.

1. What topics or themes does the student focus on?
2. Is the student's vocabulary and knowledge of concepts expanding?
3. Do the stories become longer, more detailed, more interesting?
4. Does the student show control over a story's beginning, middle or ending?
5. Does the student show control over development in character description, plot, cohesiveness and control of theme?
6. Is there evidence of revision or self-correction?
7. Is there evidence of increased flexibility in sentence usage, e.g., use of phrases, clauses, simple sentences, compound sentences, complex sentences?
8. Is there evidence of development in invented spelling toward more conventional spellings?
9. What are the opportunities to punctuate compared with punctuation used?
10. Is the student using writing for creative expression, e.g., poetry, play-writing, songs?
11. Is the student reading creative expositions, e.g., poetry, plays, songs?
12. How many books has the student published or read?

The following questions focus especially on younger children.

13. Was environmental print used?
14. What do the student's drawings tell: story, detail, motion, concept knowledge, motor control, etc.?
15. Does the student know letter formation, the shape and length of words, word boundaries?

Every language event is an opportunity for evaluation. By continuously seeking information through observing, interacting and analyzing, teachers can choose questions that will stretch students' knowledge, shape curriculum experiences to expand their world, and design learning environments to meet the expanding capabilities of their students. These kid-watching activities can be collected for productive use through anecdotal records or other supplemental evaluation tools.

PART 4: SUPPLEMENTAL EVALUATION

Clearly, our emphasis has been on continuous, informal assessment as the most important method of evaluation. The following supplemental tools are included because whole language teachers have found them to be useful in addition to the series of evaluation questions. They are organized around areas which relate to specific language use, such as oral language experiences, bookhandling, print awareness, reading experiences, and writing experiences. The tools we have selected for inclusion are not all-encompassing. They are provided for teachers to use if and when appropriate. A group of teachers, a school, or a district may use these suggestions as a base and then adapt or develop new tools for their specific uses.

Background knowledge about the instruments is often necessary in order to use them appropriately. References for evaluation tools are included at the end of the monograph.

ANECDOTAL RECORDS

> ". . . Chris has written Isaac in as a major character in his play and has shared it with Isaac and a few other classmates from beginning draft through two revisions. Isaac has read his to Chris (but did not seem to be seeking more than approval). . . "

Rationale for Anecdotal Records

The excerpt from Mary Kitagawa's vignette exemplifies one kind of information that could be noted in an anecdote about Chris or Isaac. She has evaluated Chris' willingness to share his material with others and consider their suggestions, though Isaac is at this point less enthusiastic about collaboration. Through her observation, she can evaluate the flexibility and attitudes each student has demonstrated.

Keeping anecdotal records allows the teacher to:

1) evaluate the student's progress in a non-threatening environment;

2) note changes and growth in language development;

3) utilize information for conferences without needing extra interpretation;

4) maintain a readily accessible tool for evaluation;

5) review more aspects of development (i.e., preferences, social environment, attitudes) than standardized tests can evaluate.

Guidelines for Anecdotal Records

The questions listed in Part 3 may be used to organize anecdotal records. When recording anecdotes for use in the whole language classroom, specific information is helpful. Recorded in the observation could be the date, the setting, what precipatated the incident, participants involved, and the incident itself. Anecdotal records may include observations of the whole class, a small group, or an individual. It is also helpful when noting participants to observe any attitudes which may be revealed. After recording the anecdote, the teacher may want to make note

of the implications of the language event.

These records may be kept on a regular basis using a variety of anecdotal record forms adapted for the teacher's specific focus and purpose. (See Forms A, B, C, and D in the Appendix for suggestions.)

Some Uses for Anecdotal Records

1. A particular focus can be chosen, i.e., bookhandling, risk taking, collaboration, use of environmental print, book preference, etc. Over a period of time the teacher may observe and record anecdotes on each student in the class, then add these to the student's cumulative developmental files.
2. Anecdotes may be collected spontaneously during the school day, i.e., when a language event occurs that seems worthy of recording.
3. Records are used to guide changes in instruction.
4. Anecdotal records should be shared with the student to allow students to reflect on their own growth.
5. Anecdotal records can also be shared with the administration to help the administrators become knowledgeable about what is happening in the classroom.
6. Anecdotal records shared with parents can enhance communication with the home.

Teachers can informally assess their students' work habits and capabilities during initial weeks of school and then develop an anecdotal collection system that will fit their unique needs. The forms will probably be designed and modified by individual teachers for use with each new group of students. Following are some tips to use in modifying the example forms that are in the appendix:

1. Whole classroom anecdotal records
   a. An updated class list may be used to record many useful items. (See Forms A, B, and C in the appendix.)
   b. Students' names should be kept in the same order on all records.
   c. A clipboard can be used to keep a series of different evaluation instruments. This keeps everything together, keeps the instruments mobile, and allows easy transfer into a grade book if necessary.

2. Individual anecdotal records
   a. When anecdotes for each student have been entered

for a specific period, the teacher may choose to cut the form apart and enter each student's anecdote into a permanent growth record by gluing it in, thus eliminating the need for transcribing. The teacher would then continue keeping another set of forms for another period with possibly a different focus. By the end of a time period, there would be several anecdotes for each student in the classroom.

b. A notebook can be divided with a few pages for each student.

c. If it is too time-consuming during the school day to make entries for each individual student, a teacher can make notations on the sheet of paper (such as a whole classroom list) and enter them during a preparation time or after school.

d. Students can collect their own anecdotal records (see Form D).

e. Students' work can be collected and the samples placed in the records or notes made about them.

PRINT AWARENESS EVALUATION

> Aaron (age 22 months) sees a Burger King coffee cup and says "I want french fries, mommy."

Rationale for Print Awareness Evaluation

By evaluating the print awareness of students, the whole language teacher gains the following insights into students' early literacy development:

1) their past experiences with print, including the level of interactions and attitudes;
2) their metalinguistic awareness of the graphophonic, semantic, and syntactic systems of the language;
3) their knowledge and experience with print in its various functions;
4) their attitudes toward their personal growth in literacy.

The print awarness evaluation is a useful tool for the teacher of emerging readers and writers. Although the evaluation would primarily be used with young readers, it may also be appropriate for less proficient readers of any age. The information gained from such an evaluation identifies specific strengths of individual students and aids the classroom teacher in developing purposeful activities and a meaningful curriculum.

Guidelines for Print Awareness Evaluation

These items should be carefully selected from popular television shows, and from business and street signs in the local area. Item selection should reflect the local environment, the language of students, and the popularity of the item. Some examples include: Campbell's Tomato Soup, Lego, milk, most popular toothpaste, some cereal, McDonald's, School Bus, Stop, some popular automobile, motorcycle, soap powder, etc.

Preparing Print Awareness Items

Task 1: REACTION TO TWO-DIMENSIONAL PRINT IN CONTEXT. Present the students with print in a context one step removed from the situational context.

Examples: A cut-out portion of a cereal box or other packaged household products, traffic signs, popular games, and t.v. show names, etc. Cut out and paste on tagboard or hardbacking and laminate.

Task 2: REACTION TO PRINT IN FAMILIAR GRAPHIC UNITS. Present students with representations of familiar graphic units from newspapers or photographs without familiar accompanying color or texture of material. (Examples: Crest, Coca-Cola, or McDonald's and other trademarks and logos in its usual script but presented away from its most familiar print setting.) Cut out, put on tagboard or hardbacking and laminate.

General Introductory and Questioning Procedures

Introduction

1. Develop rapport with student.
2. "I have some cards and I'd like you to tell me..."
   "I'm going to ask you some questions."

Questioning, Expanding, and Exploring

1. Initial Questioning	
a. Have you ever seen this before?	To determine if the student has had previous contact with the printed stimuli.
b. Where?	
c. What do you think this is?	To determine the student's response to the printed stimuli.
d. What do you think this says?	
e. How do you know?	To determine why the student responded the way s/he did.

f.	Why did you say that?	
g.	What makes you think so?	
h.	What tells you that it says ( )?	To determine what stimuli the student is responding to.
i.	Show me with your finger where it says ( )?	
2.	Expanding and Exploratory Questioning	
a.	What else does this say?	To determine as thoroughly as possible what stimuli the student is reacting to.
b.	How do you know?	
c.	What can you tell me about this?	
d.	Show me with your finger what you are looking at.	

BOOKHANDLING KNOWLEDGE TASK

". . . chose to go through the Junior Scholastic newsmagazine. . .reading library books avidly. . .thumbing through a book. . . we read. . ."

Rationale for Bookhandling Knowledge Task*

The background and experiences that students have had with books are indicators of future success in the school environment as well as keys to planning instruction for children. The bookhandling knowledge task adapted by Goodman and Altwerger from work by M. Clay (1972) and D. Doake (1977) allows the teacher valuable insights into the experiential base from which the child operates. This task, combined with print awareness tasks, is valuable for evaluating the student's emerging knowledge of literacy and is useful with students who cannot successfully make sense of continuous text. It focuses on directionality, use or understanding of terminology such as page, letter, word, and concepts regarding the source of the language. It shows the familiarity children have with books, their knowledge about the function of print in books, and their use of language related to print in books.

*See Goodman and Altwerger reference.

Guidelines for Bookhandling Knowledge Task

Subjects are presented with a book and asked to read or pretend to read for the teacher. If the student cannot read or refuses to read, the book is read for the student by the teacher. Following are the procedures of the task:

1. Take a picture storybook that is suitable for reading to a pre-school child.
2. Make sure that the book has a title page which includes the title of the book and the author's name.
3. Make sure that the pages have clear, bold print and that there are many pictures in the book. If possible, there should be a page with print on one side and a picture on the other.
4. If you are right-handed, sit with the student on your left side, and vice versa if you are left-handed.
5. Try not to give student too much information or direction.

Instructions

1. Show book; title covered by hand.

   "What's this called?" "What's this thing?" If child answers with the name of the book, record and ask, "What's (say name of the book given by the child)?"

2. Present book wrong way up and back toward student.

   "Show me the front of this book." "Take the book and open it so that we can read it together."

3. "Read this to me."

4. If student doesn't read the book (or after the student completes reading) continue.

   "I'm going to read you this story. You show me where to start reading." "Where do I begin?"

5. Turn to the next page.

   "Show me the top of this page." "Show me the bottom of this page."

6. Read the page.

   "You point to the story while I read it."

7. Read to the middle of the story. Somewhere in the middle ask, "Show me where I am."

8. Read to the end of the story.

   Close book and pass it on to the student.
   "Show me the name of the book or name of the story."
   Leave the book with the child.
   "Show me the beginning of the story." "Show me the end of the story."

9. Explore comprehension.

   "Tell me something about the story."

ORAL LANGUAGE EVALUATION

> ". . . Chris and Isaac have their heads together over Isaac's radio play...We talk about her <Konigsburg> other books, which they've never heard of. . .We discuss how she used her own children for inspiration. . .Chris complains that he didn't get to tape-record his radio play today, and I promise that I'll save time to help tomorrow. . ."

Rationale for Oral Language Evaluation

Oral language development is evaluated to determine whether the classroom is providing opportunities for students to communicate within the framework of each language function. In addition to assessing the environment of the classroom, this evaluation can provide insight into the oral fluency each student is developing in a variety of situations. The excerpts from Mary Kitagawa's vignette reveal the wealth of oral language interactions that can be observed in the whole language classroom.

Guidelines for Oral Language Evaluation

Following is a list of items to be considered when evaluating oral language development. The list includes observations related to the student's flexibility, attitudes, and knowledge about language. The items should not be viewed as all-encompassing; they should be altered to suit each teacher's purpose.

These observations may be noted in anecdotal records or in any useful form. If more than one language is being evaluated, that should be noted.

1. Observation of Communication in Different Size Groupings

    a. One-to-one with adult
    b. One-to-one with peer
    c. Small self-chosen peer group
    d. Small instructional group
    e. Whole group
    f. Adapts to change in setting

2. Observation of Student's Different Language Functions

    a. Can tell a story

b. Can retell events
c. Can explain how to do or make something
d. Can talk on a variety of topics
e. Can give elaborated responses to teacher's questions

3. Observation of Interactional Competencies

a. Can ask TEACHER questions for assistance
b. Can ask PEERS questions for assistance
c. Initiates conversation
d. When talking, holds the attention of others
e. Builds meaningfully on utterances of others
f. Uses social skills, e.g., appropriate turn-taking, can maintain or terminate a conversation, appropriate responses
g. Uses appropriate nonverbal behavior, e.g., gestures facial expression, posture, indications s/he is listening, etc.
h. Shows awareness of listener needs, e.g., recycles, repairs, clarifies

4. Observation of Interactive Form of Oral Language

a. Uses comprehensible speech
b. Uses adequate one-word or clause responses to questions
c. Elaborates coherently on self-selected topics
d. Elaborates coherently on "instructional" topics

BURKE READING INTERVIEW

". . . She reads easly books and then spends twice as long writing a 'book report' . . . She seems to love this part the best."

Rationale for Burke Reading Interview

The Burke Reading Interview was devised by Carolyn L. Burke and is used to gain insight into a reader's beliefs about the reading process. Responses to this series of open-ended questions reveal:

1) how the student copes with difficult material;
2) what qualities typify a "good" reader, according to the student;
3) what reading strategies the student would recommend to others;
4) personal strengths and weaknesses, as reported by the student.

It is important to discover, for example, that a student believes sounding out words is the most useful strategy when faced with an unknown word. The student described by Mary Kitagawa may believe that writing the book report is the most important part of reading a book. This kind of information, in conjunction with corroborating observations, can be used to design appropriate strategy lessons and other reading experiences for each student.

Some questions can be modified and asked periodically in order to detect changes in the student's understanding of the reading process.

Guidelines for Burke Reading Interview

The interview should be conducted in an informal setting, relatively free of interruption. Notations of the student's responses can be made in an anecdotal record or in other suitable form.

The questions which follow can be modified or extended as each situation requires. These questions have been adapted to explore a student's beliefs about the writing process (see Writing Interview in this part).

Interview Questions
---

1. When you are reading and you come to something you don't know, what do you do? Do you ever do anything else?
2. Do you think that (ask teacher's name) is a good reader? Who is a good reader that you know?
3. What makes him/her a good reader?
4. Do you think that s/he ever comes to something s/he doesn't know when s/he is reading?
5. IF YES: When s/he does come to something s/he doesn't know, what do you think s/he does about it?
   IF NO: Suppose s/he does come to something s/he doesn't know. Pretend: what do you think s/he does about it?
6. If you knew that someone was having difficulty reading, how would you help them?
7. What would (a/your) teacher do to help that person?
8. How did you learn to read? What did (they/you) do to help you learn?
9. What would you like to do better as a reader?
10. Do you think that you are a good reader?

READING INTEREST INVENTORIES

". . . one is thumbing through a book about professional football which is written on a reading level he can't seem to tackle . . ."

Rationale for Reading Interest Inventories

Reading interest inventories serve the obvious purpose of attempting to uncover what a student may find interesting to read. But for evaluation purposes, they also provide insight into students' attitudes, values, and knowledge as reflected in their experiences with reading material. Trends in choices of reading material may also be evaluated and shared with parents as a way of encouraging reading at home. The information gathered from all students can help in the selection of materials and the development of curricula for an individual student or an entire classroom.

Guidelines for Reading Interest Inventories

All the questions on the following inventory focus on reading. The questions involve reading habits, favorite books, other reading material, use of free time, and non-reading interests and activities. The questions used should depend on what the teacher wants to know about the reading experiences of the students, and whether the student is at primary, intermediate, or secondary level.

The inventory could be completed at school or sent home for the parent and student to do together.

Questions Related to Books

1. What is the name of your favorite book which someone has read aloud to you?
2. What is the name of your favorite book or story which you have read for yourself?
3. What kind of stories and books do you like to hear read aloud to you?
4. What is the title of the book which you have read recently that you like the best?
5. What is the title of the best book which you have ever read?
6. What are the names of some of your favorite authors?
7. What is the worst book you remember reading? Why didn't you like it?

8. How much do you like to read?
   very much
   quite a lot
   not very much
   not at all
9. Do you like to talk to others about books you read?
10. What do you do when you decide you don't like the book you're reading?
11. Of the following kinds of books, which ones would you like to read? Have you ever read any? How often?

football	mystery stories
baseball	career stories
basketball	science fiction
adventure stories	nature stories
animal stories	scientific experiements
historical novels	poetry books
problems of teen-agers	biographies and autobiographies of famous people
westerns	
do-it-yourself manuals	

12. What kind of people do you like to read about?
13. How do you like books to end?
14. Why do you read books?
15. Has reading a book ever helped you feel better about a problem you had or about something you didn't understand?

Questions Related to Reading Support at Home and Reading in Materials Other Than Books

1. What are the names of some of the books which you have at home?
2. What are the names of your two favorite television programs?
3. What is the name of your favorite comic book?
4. What part of the newspaper do you like to read the best? How do you read each?
5. What magazines do you read regularly?

Questions Related to Library Use

1. Have you ever been to the library with a member of your family? Do you go by yourself? How often?
2. Do you have a library card?
3. How many books have you checked out from the library during the last month?

Questions Related to Student's Areas of Interest

1. What is the name of your favorite comic book?
2. What do you like to do after school/work?
3. What do you like to do on weekends?
4. What kind of games do you like to play?
5. Do you collect anything? If you do, what kind of things do you like to collect?
6. Where does your family like to go for a summer vacation? Do you enjoy going? What do you do?
7. What do you like to do best with your father? (mother) (other family members)
8. What are your hobbies?
9. What do you want to do when you are older?
10. Have you ever gone to camp in the summer? If you have, what did you enjoy the most about camp?
11. What other states have you visited? What did you like best about that?
12. What subjects do you like best in school?
13. What clubs or groups do you belong to?
14. What are the titles of the last few movies which you have seen?
15. What living person do you admire most?
16. What person from history do you admire the most?

MISCUE ANALYSIS

". . .We make a reader's theater out of the story with me reading some of the narration and the dialogue carriers and them taking parts but only reading direct quotes. . ."

Rationale for Miscue Analysis

Analysis of oral reading miscues (unexpected responses) of readers can provide an insight into how people learn and develop as language users. It can indicate the degree to which the individual reader makes use of available language cues and maintains the integrity of the integrated graphophonic, syntactic, and semantic language systems. It can also aid in examining the relative complexity and predictability of reading materials (Goodman and Burke, 1980).

Because miscue analysis (Goodman and Burke, 1972) examines the way in which both language and thought processes function in the reading act, it can be used as an important evaluation tool in the reading curriculum. It can aid the teacher in determining the varying causes of a reader's miscues, can pinpoint specific and repetitive problems, and can distinguish them from difficulties caused by the organization or content of the reading material (Goodman and Burke, 1972).

Data from miscue analysis are used to construct a profile of the reader's use of various reading strategies and the reader's pattern of strength and weakness. The information gathered becomes the basis for formulating a reading program which will provide the reader with supportive and broadening reading experiences (Goodman and Burke, 1972).

Guidelines for Miscue Analysis

Miscue analysis attaches major significance not to any one miscue or to the quantity of miscues but to the general pattern of miscues made throughout a text. Readers who are gaining meaning will produce a large percentage of sentences that remain semantically acceptable regardless of the number of miscues in the sentence (Goodman and Burke, 1980).

In the process of constructing meaning, readers make use of these three language systems:

1) the graphophonic system -- the relationships between the sounds of language and the written form of language;

2) the syntactic system -- the interrelationships of words, sentences, and paragraphs;

3) the semantic system -- the relationships within a language that establish meaning for the user.

Nine questions about each miscue are asked in the Reading Miscue Inventory (RMI) in order to evaluate the reader's strategies and facility within these language cueing systems. The reader's retelling of the text is also scored so that a more complete comprehension profile can be seen. For a complete description of the RMI procedures, see Yetta M. Goodman and Carolyn L. Burke, READING MISCUE INVENTORY MANUAL: PROCEDURE FOR DIAGNOSIS AND EVALUATION, Richard C. Owen, Publishers, Inc., Chicago, 1972.

The full form of the RMI is recommended for an in-depth evaluation of an individual's reading process. However, we wish to suggest additional ways of gathering, noting, and evaluating miscue information.

For example, the most significant questions in miscue analysis are questions 6 and 8 in the RMI MANUAL. These two questions assess the relationship between semantic acceptability and correction. The significance of the interrelationship between these two questions has been supported by all miscue research to date and has become known as the Comprehending Score.

Therefore, we suggest that during an individual conference a teacher could keep an ongoing record of a reader's Comprehending Score. The record keeping section could look like the example below. When a reader has fewer than 60% "yes" acceptability, a more complete miscue analysis might be helpful in formulating an appropriate curriculum.

NAME: (Reader)

DATE:

Does this sentence (after corrections) make sense within the context of the story?

YES: TOTAL TALLY:

NO:

(Divide the number of Yes by the Total No of sentences)

NO. YES: = COMPREHENDING SCORE: %

TOTAL TALLY:

Retelling Information: Score

PLOT STATEMENT(S)

THEME STATEMENT(S)

INFERENCE(S)

MISCONCEPTIONS

Under certain situations, the teacher may not choose to use the full form of the RMI. A more concise form, the READING MISCUE INVENTORY: EVALUATION PROCEDURE (in preparation, Richard C. Owen, Publishers), can more expediently provide useful information for the teacher already well-grounded in the linguistic and theoretical principles which underlie the full RMI.

Perhaps one of the most important uses of miscue analysis involves internalizing the questions asked by the RMI and using them to make on-the-spot, continuous evaluations of readers' miscues and strategies. The reader's theater activity described by Mary Kitagawa is an excellent example of an opportunity to make continuous, informal evaluations of a student's miscues and strategies. Notes of these observations are appropriately included in anecdotal records or other informal records.

Again, teachers are encouraged to be flexible in their use of miscue analysis and select the instrument which best suits their particular purpose.

WRITING INTERVIEW

". . .Four other children are writing
something, perhaps journal entries. . ."

Rationale for Writing Interview

The Writing Interview we present was written by Margaret Atwell and revised by Jerome Harste and Carolyn Burke. The format is similar to the Burke Reading Interview, but these open-ended questions are designed to reveal what a student understands about the writing process and what strategies the student uses when writing.

Guidelines for Writing Interview

The questions should be asked in an informal setting and can be revised or extended to suit the teacher's purpose. The student's responses are noted in an anecdotal record or other suitable form. Certain questions may be asked periodically to evaluate changes in the student's attitudes or knowledge about writing.

Interview Questions

1. When you are writing and you encounter difficulty, what do you do? Do you ever do anything else?
2. When your writing is interrupted, what do you do?
3. Who is a good writer that you know? What makes him/her a good writer?
4. Do you think that s/he encounters difficulty when s/he is writing?
   IF YES: When s/he encounters difficulty when writing, what do you think s/he does about it?
   IF NO: If s/he ever did encounter difficulty when writing, what do you think s/he would do about it?
5. If you knew that someone was having difficulty writing, how would you help them?
6. What would a teacher do to help that person?
7. How did you learn to write?
   ALTERNATE: Who helped you learn how to write?
   How did they help you?
8. What would you like to do better when you are writing?
9. Do you think that you are a good writer?
   IF YES: Why do you think so?
   IF NO: Why do you think you are not a good writer?

EVALUATING WRITING SAMPLES

> ". . .Sandra is adding meticulously to her reading diary. . .Every report has a sentence which begins 'The best page I ever did was. . .' (I wonder if she is reluctant to invent the spelling 'favorite' and if she uses 'did' because she cannot figure out how to write 'read' as a past tense verb and is afraid she is writing the word which would be pronounced with a long E. I'll have to explain the difference to her and see what happens. . ."

Rationale for Evaluating Writing Samples

One way to gain insights into a student's writing development is to keep samples of the student's actual writing over a specified period of time. Direct observation while the child is actually writing can also provide significant information, and anecdotal records may be taken while observing the student writing.

While we don't believe that there are definite and specific stages that students go through, we do believe that one can productively look at a student's writing on a continuum in order to gain insights into the student's development. Mary Kitagawa's observation of Sandra's writing provides an example of this kind of evaluation and the resulting instructional implications.

Increasing complexitiy does not always result in greater control over writing conventions. As children try to express more complex ideas in writing, their struggling and experimentation often temporarily result in less conventionalized forms.

Guidelines for Evaluating Writing Samples

The following items are not intended to be evaluated for each writing sample. The teacher will need to be selective depending on the student, the development in writing at any particular point in time, and the focus of instruction.

1. Sense of Story

Is there an obvious beginning and end with growing complexity of events occurring? Development of characterization, setting, plot and theme are part of this

analysis.

2. Audience

Do the cohesive devices (i.e., use of pronouns, introducing new characters and setting, and the chain of related conceptual words) show a growing awareness of what an audience needs to know?

3. Syntax

Does the syntax show development such as:

a. Movement from simple subject-verb-object sentence structures to more embeddings and conjoinings.

b. Movement from independent clause conjoinings to conjoining of independent clauses with dependent clauses.

c. Growing use of adverbial clauses at beginnings of sentences.

d. Development of noun modifiers, noun verbs, more complex verb phrases, and greater use of prepositional phrases.

4. Orthographic Conventions

Spelling

a. Is there movement from: letter strings, to use of consonants only as words, to inclusion of vowels in words, to graphophonic invented spellings?

b. Is the student developing control over high-frequency words with readable invented spellings on low-frequency words?

c. Is there a greater percentage of conventional spelling, especially on high-frequency words?

d. Does the student recognize his or her own non-conventional forms?

Punctuation

a. Is there an inconsistent but developmental use of periods only, towards use of periods with capitals, then use of exclamation, question, and quotation marks?

b. Does the student develop from the use of all

capital letters in writing, to use of all caps for specific purposes, towards conventional uppercase and lowercase use in manuscript or cursive?

Spacing and Directionality

a. Is there growth of left to right use in lines of print, then in words? Do appropriate word boundaries develop over time?

Legibility

a. Does the student show concern for legibility in relationship to audience?

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APPENDICES

OSU LIBRARY UNIVERSITY

GRID OF RESOURCES FOR WHOLE LANGUAGE CLASSROOMS

	NEWSCASTS, NEWSPAPERS, MAGAZINES	RESEARCH MATERIALS	SYMBOLIC MATERIALS, NOT BOOKS	PROBLEM SOLVING MATERIALS	TRADE BOOKS	PRIMARY SOURCES	OTHER
SOCIAL STUDIES	Current Events Controversial Issues Feature Articles Political Articles Advertisements Newsbroadcasts Editorials Social Studies Magazines (i.e., Consumers Report)	Encyclopedias Autobiographies Biographies Textbooks Journals Research Reports Histories Newspaper Archives Results of Polls Dictionaries Thesarus	Globes, Maps Semaphore Morse Code Photographs, Fine Art Political Records Cartoons Ballots Nautical Charts Films, Newsreels Graphs, Posters Slide Shows Models, Blueprints	Models Clothes Patterns Reconstructions from Artifacts Bus, Airline, Train Schedules	Nonfiction Biographies History Poetry Anthropology Geography Political Science Economics Human Relations	Family Documents Letters Government Documents Interviews Speeches--Current Recorded, historical Oral Histories Sales Talks	Letters to famous people and historical figures; family members; business people; pen pals. Travel Logs Proclamations Treaties Myths Resumes
SCIENCE	Weather Science Editor Science News Science Magazines (i.e., Discover, Ranger Rick, National Geographic)	Logs U.S. Patent Office Museums Magazines	Stellar Maps Chemical Symbols Thermometers Scales Relief Maps	Film Processing Cooking Recipes Computer Printout Inventions Experiments--Following Directions Evaluating, Recording, Communicating Results	Physical Science Natural Science Science Fiction Psychology	Conservation Records Notes of Original Scientific Records Prescriptions T.V. Coverage of Science Events Weather Records	Letters to famous scientists "Just So" Stories Scientific Theory
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FUNCTIONS OF LANGUAGE

As defined by M. A. K. Halliday (1978) these functions of language are seven-fold:

1. Instrumental: Satisfying material needs.
2. Regulatory: Controlling the behavior of others.
3. Interactional: Getting along with other people.
4. Personal: Identifying and expressing the self.
5. Hueristic: Exploring the world around and inside one.
6. Creative: Creating a world of one's own.
7. Informative: Communicating new information.

As defined by Kenneth Goodman (especially for written language):

1. Recreational: Reading and writing for personal reasons of enjoyment and involvement. Always self-selected in terms of when to read and write and what to read and write. This includes the aesthetic and poetic uses of language.
2. Personal: Reading and writing needed to get work done. May be assigned by others in order to accomplish tasks for specific purposes.
3. Environmental: Reading and writing to control the environment; to know where things are; where to go; how to get places, etc.
4. Informational: Reading and writing to answer individual or group questions, such as: When do I take this medicine? How much sugar has been added to this prepared food? Where is Haiti? How do cells multiply?

Forms A, B, and C show the use of the class list for different levels of detail.

FORM A

Absorbed Participation in Sustained Silent Reading

Name	2/27	2/28	3/3	3/4	3/5	3/6
Ann Allen	X	A				
John Bart	X	--				
Tony Bulo	--	+				
Lois Dean	+	+				
⋮						
etc.						

+ = very enthusiastic

X = adequate participation

- = disruptive; unable to concentrate

A = absent

Other Uses for A

1. completed homework
2. journal entry
3. participation in discussion
4. interest inventory of class
5. books read

FORM B

Observations During 2 Journal Writing Sessions

Ann Allen	3/27 frequently asks for spelling	4/2 appears to be writing more independently
John Bart	2/18 asks peers for assistance	
Tony Bulo	2/19 copies from car magazines	3/21 lists parts of cars, invented spelling
⋮		
etc.		

Other Uses for B

1. notes during oral individual reading
2. comments on quality of class discussion contributions
3. observations on following directions
4. more detailed notations during sustained silent reading

FORM C

Observation of Evidence of Risk-Taking

Ann Allen	2/12	showing more willingness to try to spell independently
John Bart	2/24	volunteering to chair class committees
Tony Bulo	3/27	is asking for fewer words when reading
etc.		

FORM D

A student's self evaluation form can take many shapes. Here is one example, though variations can be designed with the students.

NAME: DATE:

TODAY IN SOCIAL STUDIES I:

I LEARNED MORE ABOUT:

I STILL HAVE THE FOLLOWING QUESTIONS:

HERE ARE MY PLANS FOR ANSWERING THESE QUESTIONS:

PROGRAM IN LANGUAGE AND LITERACY
COLLEGE OF EDUCATION
UNIVERSITY OF ARIZONA

The Program in Language and Literacy is an innovative effort to provide a center for activities dedicated to better knowledge of development in language and literacy and more effective school practice. The program is concerned with language processes as well as learning and teaching of language.

Program activities have several main concentrations:

- Research on oral and written language:
  - on written language processes
  - on development of oral and written language.
  - on teaching for effective use of oral and written language.
  - on curriculum for language growth and use.
  - on bilingual, bicultural, biliterate development and instruction.
  - on issues in adult basic literacy.
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